

Quaama Public School Annual Report



2018



2917

Introduction

The Annual Report for **2018** is provided to the community of Quaama Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mark Sullivan

Principal

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Message from the Principal

Once again it has been a pleasure to have acted in the role of principal this year. I am most fortunate to work in such an attractive school and lovely setting. Our students are a fine collection of young Australians whose nature allows a teacher's role to be pleasurable and rewarding. The staff are a motivated and cohesive unit who are wonderful to work with and dedicated to the welfare and learning of our students. The P&C and canteen workers have provided the students with tremendous opportunities through fundraising and healthy lunches and treats throughout the year. The P&C is a most positive and productive aspect of our school community and I would highly recommend that all parents become involved.

Our community readers program (YESS) continues to have a major impact on reading abilities of our students. Their efforts are greatly appreciated and I thank them for the time they set aside each week to help our students.

Small Schools definitely have something special. Quaama's motto is the 'Small School with a Big Heart.' It's a great motto and it is true.

The Fish Philosophy is an important factor in creating the good natured, positive atmosphere around the school.

The Fish Philosophy The "Fish Philosophy" originated from the Seattle Fish Markets in the USA. Today it is a philosophy employed by many companies around the world to increase productivity and one which also has application to our classroom and quality of life.

It is quite simple and has four main attributes:

- * **Make Their Day** – When you "make someone's day" (or moment) through a small kindness or unforgettable engagement, you can turn even a routine encounter into a special memory. Everyone at school deserves to feel special every day. It is our joint responsibility to make it happen. Whose day will I make today?
- * **Be There** – The glue in our humanity is in being fully present for each another. If you see someone who needs your help, it is your responsibility to go out of your way to assist them and be there for them. Ask yourself, am I really listening to someone and hearing what they say?
- * **Choose Your Attitude** – When you look for the worst, you will find it everywhere. When you learn to have the power to choose your response, to what life brings, you can look for the best and find opportunities you never imagined possible. If you find yourself with an attitude that is not what you want it to be, you can choose a new one. Do I have a smile in my heart that is heard in my voice?
- * **Play** – Work hard – play hard. Remember that work made fun gets done, especially when we choose to do serious

tasks in a light-hearted, spontaneous way. Play is not just an activity; it is a state of mind that brings new energy to tasks at hand and sparks creative solutions.

The students are exposed to simplified versions of these four main areas. Our aim is to further develop a student and staff friendly environment which inspires high standards of citizenship and academic success.

In closing I would like to thank our entire school community and students for creating such a wonderful school environment.

Message from the school community

The Quaama PS P&C Association has had another successful year of fundraising and supporting our students. The P&C has again provided weekly canteen service each Monday and on behalf of the P&C, I would like to say thank you to Louise Allery and Beck Grenfell and their many assistants – both parents and students, who provided this service in 2018. It should be noted that unlike large schools, our canteen service rarely makes a profit. We are also one of only 2 or 3 schools in the region that does not have a paid canteen co-ordinator. Without parents willing to volunteer, even just one morning a term, there is no canteen. Louise and Beck have each done many, many canteen shifts this year. Please volunteer if you are able.

The P&C has continued to manage the uniform pool and we would like to thank Beck Grenfell for managing our stock and arranging new orders.

In 2018 the P&C raised \$6,500 for our school. In addition, we applied for and received grants totalling \$2,000. These funds will be directed towards our orchard project with construction of a chicken coup and worm farm. The P&C has also funded this year:

- \$1950 for the purchases of Reading Eggs and Mathletics program licences
- \$500 for our school Library purchase
- \$250 for Year 6 graduation gifts
- \$600 for soft fall under all school play equipment and,
- ongoing fundraising for our orchard project.

In 2018 the P&C again subsidised the cost of the Stage 2 Camp to Bournda and Stage 3 Camp to Jindabyne Sport and Rec. The total amount of subsidies provided for these camps was \$1,566. This reduced the cost to parents and Caregivers significantly. These contributions could not have been achieved without the support of students and their families for our fundraising events, such as;

- the Walk-a-thon – which raised \$800
- Bermi Seaside Fair — \$1,400
- Our Mother's and Father's Day stalls, discos, chocolate and mango drives and cake stalls, which this year raised over \$4,000 in total.

The P&C would like to acknowledge the BVSC who awarded us with grants totalling \$2,000. We would like to thank Coralie Pickering and Jasmine Ventura for sourcing these grants and driving the school orchard project. Quaama PS students will benefit for years to come from the orchard project.

I would like to thank all the committee members of the P&C and all the parents and caregivers who have attended committee meetings throughout 2018. Funds raised by the P&C are very important to our school and if you have not been a member of the P&C then I would urge you to join our team in 2019. If you don't like committee meetings, then please bake for a cake stall or volunteer in the canteen – every little bit helps.

The P&C would like to say a very big thank you to all our wonderful teachers, teacher's aides and office staff, and also the volunteer parents and helpers who assisted with classroom activities, sports carnivals, the walk-a-thon, our school performance and all of the many other activities we have had this year.

Finally, the P&C would like to wish all the Year 6 students success in their ongoing education at high school.

Jan Whyte

P&C President

School background

School vision statement

Engaging with our community to provide a quality education.

School context

Quaama Public School is a small, community focused school in the Far South Coast Network of Public Schools with a current enrolment of 70 students from K–6. The school is using student performance data to inform the delivery of a range of innovative teaching and learning programs to promote improved student learning outcomes. The use of technology in teaching and learning, student welfare and environmental education are also focus areas for the school.

Quaama Public School is a proud member of the Sapphire Coast Learning Community (SCLC) working collaboratively to strengthen productive partnerships with Bega and Eden Community of Schools and Far South Coast Principals' Network. Together the schools serve a student population of over 3500 students from diverse and complex backgrounds. The schools have strong cultures of excellence in the arts and sporting pursuits and take great pride in the provision of a broad-based curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

Our school is a member of the Fair Education Small Schools Championing STEaM project which will further enable our network of schools to work strategically to align priorities that focus on improving family and community engagement in student learning.

Our motto is; 'The small school with the big heart – every child, every day.' The school continues to foster a productive partnership between the community, parents, students and staff in a climate characterised by flexibility, commitment and teamwork.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning: the school's self-assessment is consistent with the evidence presented in four elements;

Sustaining and Growing in Learning Culture,

Sustaining and Growing in Wellbeing,

Sustaining and Growing in Learning,

Sustaining and Growing in Assessment,

Sustaining and Growing in Reporting and

Sustaining and growing in Student Performance Measures.

In the domain of Teaching: The school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Sustaining and Growing for Effective Classroom Practice,

Sustaining and Growing for Professional Standards.

Sustaining and Growing in the areas of Data Skills and use

Sustaining and Growing for Learning Development.

In the Domain of Leading : In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Sustaining and Growing in leadership,

Sustaining and Growing in school planning, implementation and reporting,

Sustaining and Growing in management practices and processes and

Sustaining and growing in school resources.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in teaching and learning

Purpose

Our purpose is to develop students as dynamic global citizens by teaching skills, processes and resilience to be confident, critical and creative individuals. We will empower our teachers to achieve curriculum innovation and provide quality teaching that inspires authentic learning within a cluster wide culture of high expectations, shared responsibility and student engagement. Our school's commitment to data informed, collaborative and evidence based pedagogical teaching practice will pursue the goal of maximising literacy and numeracy skills for every student.

Overall summary of progress

In our pursuit of excellence in teaching and learning 2018 has seen use of student data used for explicit planning of literacy and numeracy programs to meet student needs. As a result explicit Spelling and Mathematics programs were implemented. Extensive professional learning has seen staff work as a team to employ a variety of teaching strategies to meet student needs. Regular data collection further informs adjustments to each program. As an integral part of these programs is all staff have commenced working with students on learning intentions and goal setting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff and students will use learning intentions, success criteria, formative assessment, feedback and learning processes to achieve syllabus outcomes. Increase each year in student growth measures identified through NAPLAN.	THRASS \$1452 \$3500 relief Soundwaves subscription\$210 text books \$1937 Top Ten math program \$500	<ul style="list-style-type: none">• All teachers trained in THRASS, to enhance understanding of synthetic phonics and delivery of the 'Sound Waves' spelling and phonics program• Learning Support Teacher(LST) trained staff on the 'Top Ten Mathematics' program• LST developed school overview of Top Ten Mathematics program with syllabus links and explanation of materials delivered.• PLAN Numeracy benchmarking folder developed for each teacher, ensuring effective assessment of student achievement of the key benchmarks in Mathematics• Staff embraced changes in classroom practice and lesson format, when delivering spelling and mathematics lessons.• All sources of data, 'Sound Waves' and Top Ten Mathematics programs pre and post tests, NAPLAN and in school Spelling and Mathematics regime, analysed by School Learning Support Teacher, with results discussed with staff

Next Steps

- Whole school analysis of results, identifying positive and negative aspects of program, in order to determine future strategic directions for 'SoundWaves' delivery in 2019.
- Whole school analysis of results, identifying positive and negative aspects of program, in order to determine future strategic directions for 'Top Ten Mathematics' delivery in 2019.
- K–6 focus on full implementation of learning intentions and goal setting.



Strategic Direction 2

Quality leadership, engaged community

Purpose

Our purpose is to engage and connect our communities to a dynamic learning culture where outstanding expectations achieve desired student outcomes. We will build capacity in educational practice by sharing knowledge, experience, skills and shared responsibility for student engagement, learning, development and success across our network of school communities and our staff, students and community members. .

Overall summary of progress

2018 has seen the schools involvement in ongoing Fair Education Connected Communities meetings that are designed to build capacity in educational practice, foster student engagement and build connections with our community (through Science, Technology, Engineering and Mathematics). Working with staff from other schools provides opportunities for sharing expertise with the aim of improving knowledge and classroom practice. The staff have developed K–6 teaching units. The assessment of student outcomes and staff evaluation will inform any changes as the units are reviewed for 2019.

The school has an ongoing focus to inspire the school community to become involved in school projects and sharing their expertise with students and valuing education. The Fair Education Project 'Creating a Sustainable School' has commenced with the parent input being very valuable.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased community participation in a range of school activities.	\$6000 school funds \$9000 P&C funds	Community informed of Fair Education STEM Project, 'Creating a Sustainable School' at P&C meeting where strong support to be involved was tabled. Parent involvement with staff and students in the design and building of a chicken coup. P&C seek quotes for Orchard Parents and students work together to build self watering vegetable gardens Parent workshop to show how these projects link to the STEM syllabuses.
All teachers participate in targeted professional learning and educational networks.	Cost of Fair Education Conference \$380 , writing of STEM Units total of 4 days relief \$1866 Cost of relief of other PD \$1000	Teacher to attend Fair Education meeting to build capacity in educational practice, foster student engagement and build connections with our community (through Science, Technology, Engineering and Mathematics) Teacher to attend STEM conference in Queanbeyan Initial planning of STEM stage based units Development of STEM teaching units K – 6, involving topics related to Fair Education Connected Communities program. There is a growing awareness of STEM projects and teaching units. Scope and sequence has been published and implementation is to begin Week 1, Participate in STEM kit sharing program, involving movie making and related equipment Teachers to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers participate in targeted professional learning and educational networks.		attend film making iMovie workshop Term 3. Teacher to attend local high school transition meeting Participate in Fair Education Small Schools Network to enhance educational partnerships.
Our schools are rated as 'sustaining' or excellent on all seven dimensions of the School Assessment Tool – Reflection Matrix		<ul style="list-style-type: none">The staff review the school progress against the Schools Excellent Framework Document and all elements currently assess as Sustaining and Growing.

Next Steps

- Continue to implement the Fair Education STEM Project, 'Creating a Sustainable School' with support and involvement from all stakeholders.
- Continued staff professional learning and resourcing to further implement STEM teaching units.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9981	Continued implementation and use of MGoals to construct and share Aboriginal students PLP's. The PLP's are transferred to the MGoals site. Staff and Aboriginal student's parents using MGoals as means to share and monitor PLP.
Low level adjustment for disability	\$2,419	Identified students were targeted for additional support in literacy and numeracy. Teachers developed programs to meet student needs and the school employed School Learning and Support Officers (SLSO's) to assist classroom teachers in the effective delivery of these programs.
Quality Teaching, Successful Students (QTSS)	Staffing allocation.	Through the LaST, the school has initiated a program where targeted students have been involved in various enrichment experiences.
Socio-economic background	\$20,944	The school employed SLSO's to assist classroom teachers in the effective delivery of teaching and learning programs in literacy and numeracy and also in extracurricular activities to promote student engagement.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	23	26	26	29
Girls	30	29	36	34

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94	94.3	91.9	94.1
1	89.5	92.7	95.6	94.4
2	94.5	89.4	92.3	93
3	95.5	89.7	94.1	95
4	93.4	93.8	95.9	90.1
5	94	95.2	98.3	89.5
6	94.1	93.1	94.3	91.9
All Years	93.8	92.4	95	92.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The whole school community values the attendance of all students and sees it as being an integral part of a successful education. School attendance is regularly monitored and departmental policy followed and communicated to all families. Parents or carers work with the school to maximise the attendance of all students. This year our K–6 average attendance was 92.40 and the state Department of Education K–6 average was 93.40.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

No staff identify as having Aboriginal Heritage.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

School completed a number of professional learning activities both mandatory and optional. Staff were also involved in a number of courses related to their own teaching goals and interests. All staff participated in their Professional Development Plans (PDP) with these forming the basis of ongoing professional learning throughout the year. Mandatory and other identified professional learning courses included:

- Child Protection,
- Code of Conduct,
- CPR,
- THRASS phonics spelling program – Sound Waves
- Top Ten Mathematics Program
- Participate in Fair Education Small Schools Network to enhance educational partnerships
- STEM(Science, Technology, Engineering and Mathematics) Conference
- Accelerated Literacy
- HOW2Learn
- Mindfulness
- Anaphylaxis.
- Consistent Teacher Judgement

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	133,238
Revenue	840,405
Appropriation	811,971
Sale of Goods and Services	-1,152
Grants and Contributions	28,258
Gain and Loss	0
Other Revenue	0
Investment Income	1,328
Expenses	-874,971
Recurrent Expenses	-874,971
Employee Related	-794,947
Operating Expenses	-80,025
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-34,566
Balance Carried Forward	98,672

All funds carried forward will be utilised in 2019 supporting school programs.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	632,162
Base Per Capita	11,989
Base Location	16,142
Other Base	604,031
Equity Total	61,651
Equity Aboriginal	9,931
Equity Socio economic	20,944
Equity Language	1,357
Equity Disability	29,419
Targeted Total	83,494
Other Total	11,072
Grand Total	788,378

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Reading, Year 3 had 100% of students achieving at or above national minimum standards. In Year 5 Reading 100% of students achieved at or above the national minimum standard.

In Numeracy, Year 3 had 50% of students achieving at

or above national minimum standards. In Year 5 Numeracy 88.9% of students achieved at or above the national minimum standard.

In 2018 both the Year 3 and Year 5 cohort sitting NAPLAN testing were less than 10 students per year and therefore summary statistics and graphical representations are unable to be used. Parents may access information by following the link provided.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Quaama Public School continues to use effective analysis of data to inform school programs, in Literacy and Numeracy, with a focus on moving students from the middle to top bands in NAPLAN (Bands 5 & 6 in Year 3 and Bands 7 & 8 in Year 5).

In Year 5 Reading 2018 saw 44.4% of students in Bands 7&8 (state average of 36.3%) In Year 5 Numeracy 2018 saw 33.3% of students in Bands 7&8 (state average of 30.2%). In Year 3 Reading 2018 saw 66.7% of students in Bands 5&6 (state average of 51.7%) In Year 3 Numeracy 2018 saw 0% of students in Bands 5&6 (state average of 40.9%).

Parent/caregiver, student, teacher satisfaction

Students

Areas to improve

- There was a concerted push that the school have a pool. (It was explained to the students that it was highly unlikely that the government would provide one).
- Year 6 students were keen to have a special year 6 shirt included in the school uniform options.
- There were many and varied suggestions for playground improvements including increased playground equipment improved sandpit re: paint lines for games on asphalt areas.

Areas in which the school does well.

- Sport programs in general – swimming lessons, coaching clinics eg. Tennis, AFL, Athletics
- Recorder group and band program
- Camps and excursions are greatly appreciated
- Positive comments about being at QPS included that it was a small school, friendly and that staff and students were helpful and caring.
- Parliament
- Better buddies
- School uniform

Parents

Areas to improve

- More hands on Science and STEM
- More sports training coming up to carnivals so the

kids are more comfortable with techniques and rules

- The gardens around the school could do with a revamp.

Areas in which the school does well.

- Individual mentoring – all students can achieve at their level
- Inclusive – buddy program. K–6 interact and look after each other
- Extra curricula opportunities – sporting, camps, Bournda EEC, Japanese, and recorder.

Staff

Areas to improve

- Curricular sessions with parents
- Greater outreach with Aboriginal community / Aboriginal Education
- Modules of child protection taught each year
- Reintroduction of whole school daily physical education rotation.

Areas in which the school does well.

- Communications and involvement
- Wellbeing – staff and students
- Friendly and inclusive



Policy requirements

Aboriginal education

Knowledge understanding is evident in teaching and learning programs. The school has approximately 10% of students who identify as Aboriginal. All these students have a personalised learning plan which is developed in consultation with parents/carers. MGoals is currently being rolled out for the second year.

NAIDOC Week celebrations and National Reconciliation Week is celebrated across Australia each year between 27 May and 3 June. The dates commemorate two significant milestones in the reconciliation journey, – The anniversaries of the successful 1967 referendum and the High Court Mabo decision. At our school Reconciliation Week was marked by activities conducted during Better Buddies sessions. Senior students with their junior buddy completed a variety activities.



Multicultural and anti-racism education

Quaama Public School continues to promote multicultural education through a range of initiatives.

Classroom teachers work cooperatively to develop strategies that best cater for student's individual needs and teachers recognise and respond to the cultural needs of the school community.

Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted.

The school has a trained Anti- Racist Contact Officer. (ARCO) and is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.

Staff increase students' understanding of racism and discrimination and its impact through teaching and learning programs.